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Latin America [9th grade]

Ruth Anderson
Trinity University

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Education Department

Understanding by Design Curriculum Units

Trinity University

Year 2006

Latin America

Ruth Anderson
Trinity University,

Understanding By Design

Unit Cover Page

Unit Title: Latin America

Grade Level: 9th Grade

Subject/Topic Area(s): World Geography

Designed by: Ruth Anderson

Time Frame: 4 weeks, traditional schedule

School District: East Central Independent School District

School: East Central High School

School Address and Phone:

**7173 FM 1628
San Antonio, TX 78263
210-649-2951**

Brief Summary of Unit (Including curricular context and unit goals):

The students will recognize that where we live influences how we live. The students will know what important physical features of Latin America are and how Latin Americans have adapted to these various environments, how physical and human characteristics affect life in Latin America's rural regions, how the people of the Caribbean and Central America are affected by landforms and climate, what economic and environmental challenges the rainforests of Latin America face, how natural resources are utilized, how vertical climate zones affect agriculture, and in which ways Andean cultures have adapted to their physical environment.

The students will recognize how the actions of individuals and/or societies can influence others. The students will examine the historical development of Latin America, including the exchange of culture between Europeans, Native Americans, and Africans, the urbanization of Latin America, and the effects of NAFTA on Mexico.

The performance assessment is designed to give students a chance to examine how a specific individual was influenced by where he or she lived, and how he or she has influenced Latin America and the United States. Through it, students should examine the physical and social environment of a specific Latin American country and consider how people are influenced by their environment and by others.

Unit: Latin America
Grade: 9th World Geography

Stage 1: Desired Results

Understandings

Students will understand that...

- The physical geography of a region influence the culture, economy, and settlement patterns of its inhabitants (human environment interaction)
- Regions of the world are connected, interdependent, and influence each other (movement)

Essential Questions

- **How does where we live influence how we live?**
- **How do the actions of individuals and societies influence others?**

Knowledge & Skill

ECISD Scope & Sequence (World Geography TEKS 1, 2, 3, 4, 6, 7, 12, 16, 18, 20)

- How does the location of various Latin American countries affect their geographic development?
- Where are the important physical features of Latin America and how have Latin Americans adapted to these various environments?
- How do physical and human characteristics affect life in Latin America's rural regions?
- What is the historical development of Latin America? (exchange of culture btw Europeans, Native Americans, and Africans)
- What social problems does Latin America face? (urbanization)
- How are the people of the Caribbean and Central America affected by landforms and climate? (hurricanes)
- What economic and environmental challenges do the rainforest of Latin America face? (deforestation, ecotourism)
- What is the cause of increased urbanization in Latin America?
- How do vertical climate zones affect agriculture?
- How are the natural resources utilized?
- In which ways have Andean cultures adapted to their physical environment?

Stage 2: Assessment Evidence

Performance Task:**Magazine Article on a Famous Person from Latin America**

Write a magazine article about a famous person from Latin America. Include:

- Magazine cover
- A quick facts biography of your person
- Introductory paragraph explaining why this person is famous and what their significance and impact has been in both their home country and the United States
- Interview: list of interview questions to ask your person (questions should address how the person was influenced by his or her country and how he or she has influenced others. The questions should lead students to research a specific region in Latin America, then consider how living there would be different than living in San Antonio. Additionally, students should understand that individuals and societies are interconnected and influence each other.)
- An advertisement for an economic activity from the person's country
- Map showing region of the world where this person is from
- Create a packing list for someone taking a trip to this region of the world
- Works cited

Have students present their magazine articles:

-put each class's articles together into a "magazine" and give to all students?

-have peer/self assessment on magazine articles?

Other evidence:

(quizzes, tests, academic prompts, etc.

note – these are usually included where appropriate in Stage 3 as well)

- Map Quiz: over physical/political maps of Latin America
- Vocabulary assignment: Latin America vocabulary (ejidos, latifundio, cash crops, coup, NAFTA, maquiladoras, favelas, etc.)
- Discuss relationship of three cultures (European, African, and Native American) and the social structure that emerged
- Compare and contrast the social structure through the use of a diagram
- Create a product that reflects their understanding of the cause and effects of rain forest depletion and conservation efforts to slow this depletion (Poster or brochure outlining causes/effects of rainforest depletion and conservation efforts to slow this depletion)
- Construct and interpret population pyramids
- Class debate examining the pros and cons of NAFTA and how it has influenced the member countries
- Examine how urbanization has affected Latin America (Brazil population stations, Air pollution in Mexico City)
- Vertical climate zone chart for Andean region of Latin America
- Discuss current events in Latin America
- Unit test over Mexico, Central America, and the Caribbean

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

1. Students will construct physical & political maps of Mexico, Central America, & the Caribbean
2. Give students notes over physical geography of Mexico, Central America, & the Caribbean
3. Using the maps they have made, students will take a **Map Quiz over physical and political geography of Mexico, Central America, & the Caribbean**
4. Latin America vocabulary
 - Vocabulary activity with definitions, pictures, and sentences (ejidos, latifundio, cash crops, coup, NAFTA, maquiladoras, favelas, etc.)
5. History of Mexico - combination of 3 cultures, resulting social structures
 - Graphic organizer for Mexican history notes
 - 2 viewpoints: readings by Aztecs and by Hernan Cortez
 - Find evidence of three cultures in Latin America/Mexico/US/San Antonio
 - Diagram showing social structure in colonial Latin America
6. NAFTA/Free Trade –class debate after looking at resources
 - ‘NAFTA in a Nutshell’ Reading & ‘Talking Trade’ Questions
 - ‘Trading Together’ – graphs showing balance of trade b/t Canada, US, and Mexico and MC questions over graphs
 - ‘Free Trade and Urban Slums’ Reading & Questions
7. Urbanization- population pyramids, air pollution in Mexico City
 - Mexico Population Pyramid- data on pgs 218-219 in book
 - a. Construct population pyramid
 - b. Interpret and compare population pyramids
 - Air pollution in Mexico City: reading on pgs 234-235 in book and chart
 - a. Identify causes and effects of air pollution in Mexico City
 - b. Explain government efforts to decrease pollution levels
- 8. Test over Mexico, Central America, & the Caribbean**
9. Students will construct physical and political maps of South America
10. Give students notes over physical geography of South America
11. Using the maps they have made, students will take a **Map Quiz over physical and political geography of South America**
12. Rainforest depletion & conservation efforts
 - Reading about deforestation in Costa Rica
 - Using ‘Rain Forest Fact Sheet’ and other research as resources, students create a poster or brochure outlining causes/effects of rainforest depletion and conservation efforts to slow this depletion
13. Farming in the Andean region/Vertical climate zones
 - Climate and Elevation/Vertical climate zone diagram (“How does where we live affect how we live?”) – pg 270 in book
14. Brazil
 - Population and Migration Stations: Part I
 - a. Favelas – pictures & summary paragraph about favelas
 - b. Brazil Population Pyramids – students given population data and must construct pyramid
 - c. Urbanization of Brazil Pie Charts – in textbook pg 257
 - d. Migration and Urbanization in Brazil – short reading about patterns of urbanization in Brazil
 - e. Population Density Map of Brazil
 - Population and Migration Stations: Part II (*synthesize info*)
15. During course of unit, students give brief presentations over Current Events in Latin America

- Students research a current event as homework
- In class, give oral “news report” on current event to classmates (for time reasons, maybe do in small groups of 5-ish rather than with entire class?)

16. Magazine Article: Interview with a famous person from Latin America

- Show students examples of interviews in magazines
- Student research (library or computer lab?) for magazine articles
- Work days to construct magazine
- Students present articles. Copy of class magazine for each student?

Magazine Article

You are a writer for a magazine in San Antonio doing a story about a famous person from Latin America. Your readers are very interested in this person and want to know more about his or her lifestyle and country. Your project will include:

I. Cover for your magazine

Design and illustrate a magazine cover for your story

II. Quick facts bio summary

Give your reader some quick facts about the person. Include the following:

1. Full name
2. Age
3. Birthplace
4. Profession
5. Current residence

III. Introductory paragraph

Before you begin your interview, give your reader a summary of why this person is famous. What is he or she known for? How has he or she impacted or changed the world? How does this person typically look or act? Try to “hook” your readers’ attention so they’re interested in reading more about this famous person.

IV. An “interview” with the person

Have your person answer the following questions:

1. What was it like where you grew up?
2. How do you think where you grew up has affected you as a person?
3. How is your country different from the United States? How is it the same? What kind of relationship does your country have with the United States?
4. Was it hard for you to become famous?
5. How do you think your life would be different if you weren’t famous?
6. What do you want to do in the future?
7. Add one (or more) interesting questions that you create to ask this person

V. An advertisement for an economic activity from the region your person is from

Research what types of economic activities are occurring in the region where this person is from. Create an advertisement for one of these economic activities.

Examples for Texas:

1. An ad promoting tourism (Riverwalk, Sea World, Spurs, etc)
2. An ad for beef/cattle ranching

VI. A map showing the region of the world where the person is from

Depending on what country your person is from, your map will be of South America, Central America, or the Caribbean. Label the following on your map:

- The country your person is from
- Countries surrounding the country your person is from
- Important physical features within or bordering that country (mountains, bodies of water, etc.)
- The capital city of that country
- The city or region that your person is from
- Underneath your map, write a caption explaining what the map shows

VII. Packing List

Some of your readers want to go visit the part of the world your famous person is from and need to know what to bring with them for the trip. Make a list of at least 5 items that a person would need to pack for a trip in this region because of its physical geography or culture. For each item, explain why that item is important to pack.

Example for travelers coming to Texas:

1. Shorts, t-shirts, and sandals – It’s hot in Texas. Summer temperatures may be above 100°F.

VIII. Works cited

List the sources you used to complete your magazine article.

**Magazine
Article
Rubric**

	No credit	Unacceptable	Below Expectations	Meets Expectations	Exceeds Expectations	Points
	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
Magazine Cover (10%)	Not present (0 points)	Cover shows little effort or understanding of who this famous person is. (5)	Cover shows only limited effort and a basic understanding of who this famous person is. (7)	Neat and attractive, and shows some understanding of who this famous person is and where they come from. (9)	Neat, attractive, and shows extensive understanding of who this famous person is and where they are from. (10)	
Biography Summary (5%)	Not present (0 points)	Includes less than half of the needed information. (2)	Gives most information, but is missing some. (3)	Includes all information. (4)	Completely and accurately gives all information. (5)	
Introductory Paragraph (15%)	Not present (0 points)	Contains inaccurate information or information that is irrelevant. (8)	Relates information about who this person is, but fails to explain their significance. (11)	Summarizes who this person is and why they are significant. (13)	Gives a clear and insightful picture of who this person is and why he or she is significant. "Hooks" the reader's attention. (15)	
Interview (30%)	Not present (0 points)	Interview questions are only partially answered or answers are inappropriate and show no evidence of research or critical thinking. (15)	Completely answers all interview questions, but some are answered inaccurately or inappropriately. Shows little evidence of research or critical thinking. (22)	Shows evidence of research and critical thinking. Completely answers all interview questions. Includes an additional thoughtful interview question. (26)	Shows evidence of research and critical thinking. Completely and appropriately answers all interview questions. Includes additional creative and thoughtful interview questions. (30)	
Advertisement (10%)	Not present (0 points)	Advertisement that is for a product or service that is inappropriate for the region's economy. (5)	Poorly designed advertisement for a product or service that is an important part of the region's economy. (7)	Neat, attractive advertisement for a product or service that is an important part of the region's economy. (9)	Neat, attractive advertisement for a product or service that is an important part of the region's economy that effectively sells the product or service. (10)	
Map (15%)	Not present (0 points)	Map contains significant inaccuracies or omissions. Caption is inaccurate or not present. (8)	Labeled map includes relevant political and physical features, but is difficult to read or leaves out important features. Caption gives a limited explanation of what the map shows. (11)	Easy-to-read, appropriately labeled map that includes relevant political and physical features. Caption gives a clear explanation of what the map shows. (13)	Easy-to-read, appropriately labeled map that includes all relevant political and physical features. Caption gives a clear explanation of the significance of what the map shows. (15)	
Packing List (10%)	Not present (0 points)	Packing list includes less than 5 items or the need for items on the packing list is not explained. (5)	List of at least 5 items, but some may be inappropriate for the region or the explanations may be inaccurate. (7)	List of at least 5 items appropriate for the region with an explanation for each item. (9)	List of at least 5 items appropriate for the region with a thoughtful explanation for each item. (10)	
Works Cited (5%)	Not present (0 points)	Source(s) are inappropriate. (2)	Lists only a single appropriate source that shows evidence of research about the person. (3)	List of multiple appropriate sources that show evidence of research about the person. (4)	List of multiple appropriate sources that shows evidence of research about the person and the region he or she is from. (5)	
Total Points:						